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Investigating the Feasibility of an Extended School Year for Teachers of the Yucaipa School District

J. Denton Palmer

Central Washington University

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INVESTIGATING THE FEASIBILITY OF AN EXTENDED SCHOOL YEAR
FOR TEACHERS OF THE YUCAIPA SCHOOL DISTRICT

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REVIEW

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
J. Denton Palmer
August 1959

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P174i



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August 1953

APPROVED FOR THE GRADUATE FACULTY

Ed K. Erickson, COMMITTEE CHAIRMAN

T. Dean Stinson

Donald J. Murphy

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Statement of the problem	1
Importance of the study	1
Objectives to be achieved	3
Limitations of the Study	4
Definitions of Terms Used	6
In-service training	6
Workshop	7
Seminar	7
Curriculum	7
Enrichment courses	7
Year-round school	7
Organization of the Remainder of the Thesis .	8
II. SURVEY OF RELATED LITERATURE	10
Literature on the Need of an Extended	
School Year for Teachers	10
Teacher shortage	10
Need for increased salaries	12
Need for increased preparation and study . .	13
Literature on the Need for Greater	
Utilization of School Facilities	15

CHAPTER

PAGE

Literature on the Need for Increased	
In-service Activity	16
III. RESEARCH MATERIALS AND PROCEDURES	18
The Use of Personal Letters of Request	18
Questionnaires--Form, Process, and Use	19
Questionnaire on teachers	
supplementing their income	19
Administrators' questionnaire on an	
extended school year for teachers	21
Teachers' questionnaire on an	
extended school year for teachers	22
Parents' questionnaire on the	
extended school year for teachers	23
The Use of Interviews	24
Application of Written Literature	25
VI. FINDINGS	26
The Need for Additional Teacher	
Employment	26
The Administrator's View of an Extended	
School Year for Teachers	34
Teacher Reaction to the Extended	
School Year for Teachers	41
Parent Reaction to the Extended School	
Year for Teachers	46

CHAPTER	PAGE
School Board Members' and Community Leaders' Response to the Extended School Year for Teachers	52
The Glencoe Career-Teacher Plan	59
The Rochester Plan	62
V. APPLICATION OF FINDINGS	68
Description of the Yucaipa School	
District	68
Location	68
Geographical features	68
The community	69
Economy	69
Economic and racial classes	69
School structure	70
The Recommended Program for	
the Yucaipa School District	70
Purpose of the summer program	70
Objectives to be achieved	71
Recommended activities	72
In-service training for teachers	73
Teaching summer school classes	77
Recreation	78
General policies	79

CHAPTER	PAGE
VI. SUMMARY AND CONCLUSIONS	82
Summary	82
Conclusions	83
Problems for further study	84
BIBLIOGRAPHY	87
APPENDIX A: Sample of Personal Letter of Request . .	90
APPENDIX B: Sample of Questionnaires	91
APPENDIX C: Sample of the Interview Form	99

LIST OF TABLES

TABLE	PAGE
I. Tabulated Results on Teachers Supplementing Their Income	30
II. Tabulated Results of San Bernardino County School Administrators on the Extended School Year for Teachers	40
III. Tabulated Results of the Yucaipa School District's Teachers on the Extended School Year for Teachers	45
IV. Tabulated Results of Parents in the Yucaipa Valley on the Extended School Year for Teachers	49

CHAPTER I

INTRODUCTION

The problems of American public education have been numerous during the existence of public schools. This has been especially true in regard to teachers. The public schools have long faced the perplexing problem of obtaining an adequate supply of competent career teachers. Many reasons have been given for this condition, but few solutions have been effective or lasting.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine whether an extended school year for teachers (1) would solve the need for career teachers, (2) would be feasible to operate, and (3) would meet the needs of the teacher and community.

The school district chosen for this investigation was the Yucaipa Joint Union School District in Yucaipa, California.

Importance of the study. The problems below are significant. First, there has been a feeling in Yucaipa that teachers are overpaid. This feeling has expressed itself through personal remarks at school board meetings, in personal conversations, and through the press. A comment from the Los Angeles Times gave one citizen's view on this matter:

To save the taxpayers' money you [a teacher] receive 10 checks, 10 weeks' vacation and up to 100 days sick leave with pay, not to mention Christmas, Easter, Thanksgiving, etc. I'm tired of hearing of underpaid teachers; they are overpaid...(14:18).

In order to gain future salary increases, it is important to show the public that teachers are willing to extend their work year.

In addition, a teacher's training is wasted when teachers are forced to supplement their income. There is an indication from the school and community that the professional training of a teacher could more profitably be applied to school and community problems rather than to other types of seasonal work. T. C. Coleman, superintendent of public schools in Hanford, California, had this to say:

Young people, particularly men, are reluctant to enter teaching because their talents are used for part of a year and employment must be obtained in another area (often not related to abilities) in the summer or Saturdays to make an adequate income. They must do extra work to establish a decent standard of living expected of teachers.

Every summer, men teachers are seen working in downtown stores, industrial plants and factories--and even picking fruit! They do work that is not using their training. And yet the salary often lures them from teaching (4:24)!

If a teacher's training is to be used more fully, shouldn't additional employment be devised?

A third consideration is that communities, school districts, and teachers have problems that could be solved more efficiently by a professional staff. However, during

the school year there is a lack of time for such an in-service program. Scott Milligan, school superintendent in Longview, Washington, stated:

A school always has many problems such as curriculum revision, workshop attendance, handbook formulation, etc., that teachers could help to solve during a period of summer employment (17).

A fourth factor is that during the summers, school buildings are lying idle in Yucaipa. Many people feel that this situation should change. The question raised by Thomas E. Smith: "Why not utilize the vast investment which taxpayers have made in school buildings for the youth of the community?" reflects the attitude of many Yucaipa citizens (20:72). Community pressure has been brought to bear on school boards and school administrators to use school facilities for some form of extra class work and recreation.

Objectives to be achieved. The proposed objectives are (1) to improve the status of the teaching profession in the community by helping the community to recognize the professional nature of teaching, (2) to provide a plan that will attract and retain those individuals who are interested in teaching as a career and who are fitted by temperament, training, and experience to be desirable guides of children and youth, (3) to make greater use of the talents and professional competence, (4) to improve the quality of instruction in the Yucaipa School system, and (5) to make greater use of school facilities during the summer months.

II. LIMITATIONS OF THE STUDY

The scope of this study has been limited to investigating the feasibility of a six week extension of the school year for teachers. Research pertaining to the development of a program that teachers could profitably participate in during the extended period has been conducted. The remainder of the summer, a paid vacation for the teacher, has not been dealt with here. This extended work year for the teaching personnel would be adequately compensated through additional salary.

Although children participate in this program, teacher participation has received major emphasis. Study has been made of the feasibility of providing voluntary summer classes for remedial and advanced students in academic work as well as in recreation. This would be the extent of pupil participation.

The use of children in this plan has caused people to believe that it was a form of a year-round school. The year-round school was not developed in this investigation; however, its merits were studied in reaching the investigation's objectives. Further information has been given to clarify this point.

The cities of Houston, Texas, and Los Angeles, California, made comparatively recent studies on the possibilities of the year-round schools. They came to the

conclusion that proposed savings in the utilization of existing buildings would not compensate for prospective troubles. These two school systems rejected the year-round school program (2:102). Former Superintendent of the Los Angeles City Schools, Claude L. Reeves, summarized the city's extensive evaluation of the study on keeping schools open year round when he stated, "I am convinced that the advantages of organizing our schools on an all year basis are more than offset by the disadvantages" (15:54). No city school system that has adopted this plan of the quarter system has retained it (9:28).

Calvin Grieder mentions that there are forty or more numerous and formidable administrative problems inherent in the plan (9:28). Some of these problems are (1) maintenance, (2) elimination of athletics, (3) the near-emptiness of some schools in cities where the quarter system was being used, (4) quarterly graduation, (5) teacher resistance, (6) complaints from parents that the quarter system curtailed the family vacations and summer plans, and (7) the increased administrative load because of the increased pupils going to and from other school systems (2:102).

An example of the teacher resistance was expressed in a typical teacher's remark:

What! A twelve month school year? Good grief, no!
It's all I can stand to face them nine months a year.
I've got to have some rest (3:240).

Complaints from parents constituted the largest single obstacle to the year-round school (2:102). One parent said:

Do you mean my kid may have to take a vacation during the winter? And be underfoot indoors for three months? Nothing doing! You can run your school on a year-round basis if you want to, and keep one-fourth of the children on vacation each quarter, but my kid has to vacation during the summer. We always go to the mountains for a month during the summer (3:240).

Related, somewhat, to this investigation was merit rating. Merit rating as a solution to the problems stated in this study has not been considered. It was felt that the extended school year plan would be, in part, an answer to the proponents of the merit system. Teachers who are willing to improve themselves and to contribute more of their time to the instruction of children would be financially rewarded. Teachers who wished to stay apart from this increased service would not have the added financial compensation.

III. DEFINITIONS OF TERMS USED

In-service training. This term refers to training that offers professional growth to teachers who are actively teaching. It might consist of university-sponsored courses offered to teachers or it might be various types of work within the school itself that teachers could work at in order to improve their teaching competency. Solving problems as to the better functioning of the school is a phase of in-service training. This study has placed emphasis upon the school

problems as a means of educating teachers in-service.

Workshop. An arrangement under which a relatively small group of teachers, with the help of abundant resource material and specialized personnel, seek a solution to some well defined educational problem. Such groups generally have the purpose of finding ways of putting into practice the results of basic educational research.

Seminar. A form of informal organization in which a group of advanced professional individuals engage in a discussion of problems of mutual interests.

Curriculum. A general plan of educative experience under school supervision designed to provide an individual with the best possible training and experience.

Enrichment courses. These are learning experiences, not offered during the regular school term, which add or lead to deeper insight into academic areas and thus improve the quality and quantity of a student's education.

Year-round school. Year-round school, or the "quarter system," involves the use of school buildings and personnel year round for the purpose of instructing children. Children attend and teachers are employed for three quarters of school a year with the three month vacations staggered throughout the year.

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remaining portion of this thesis has been organized into five chapters, a bibliography, and an appendix. A brief survey of the content and structure of the remaining chapters has been given below.

Chapter Two gives information from literature to show the reader how other writers in the field of education view the problem under investigation. Excerpts from magazines, pamphlets, books, and speakers have been used in presenting this information. Since there has been an increased volume of written material on the subject of the extended school year, only enough material was used to give an adequate survey of the needs and problems inherent in a program of this nature.

Chapter Three deals with the materials and procedures used in conducting the research. In this chapter a description is given of the form, process, and use of (1) personal letters of request to various districts that have employed programs similar to the one being investigated, (2) questionnaires, and (3) personal interviews.

The findings of the questionnaires and interviews are reported in Chapter Four. The structures of the two extended school year plans currently operating in the Middle West have been presented for the purpose of acquainting the reader with the plans that have served as examples for this investigation.

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Chapter Five contains a description of the Yucaipa School District. Also included is a recommended extended school year plan for the teachers of the Yucaipa District.

The summary and conclusions of this investigation appear in Chapter Six. Included in this chapter are problems needing further study if the program is to be successful.

The thesis closes with the bibliography and appendix. The appendix contains samples of letters of request, questionnaires, and interview forms.

CHAPTER II

SURVEY OF RELATED LITERATURE

Since this investigation discovered that very little information relating to the problem has been written in books, the useful information was derived mainly from periodical literature. Much has been written in periodicals concerning the reasons for doing this study, but comparatively little information or previous research was found that bears directly upon the solution of the problems stated in this study. Besides periodical material, valuable information was gained from unpublished guides of general policies and regulations of school districts that have been operating on the extended school year program.

A brief summary of the periodical literature that had to do with the problem at hand will be given.

I. LITERATURE ON THE NEED OF AN EXTENDED SCHOOL YEAR FOR TEACHERS

Teacher shortage. The shortage of teachers continues to confront today's administrator. One author, for example, states that nearly all projections of public school enrollments forecast a new high to be reached by 1970 (10:17). This same author, David Hazel, says:

The staffing of the nation's schools with properly

qualified teachers bids well to become one of the most serious problems which school officials will have to face. Indeed, the disparity between teacher supply and teacher demand is already with us (10:17).

This shortage of well trained and competent teachers has existed for many years, not just since World War II, as commonly thought. The only exception was during the depression years of the thirties (4:23).

Why this shortage? For the past several years school superintendents have been unable to induce many fine prospective teachers to take teaching jobs in the face of other employment offers. The efforts to increase the supply have been nullified largely because teacher's salaries have not kept pace. Many young graduates, although they were sufficiently interested in teaching to obtain the required professional preparation, simply could not afford to enter teaching as a life career. During the past five years, 100,000 graduates fully met certificated requirements but did not choose to enter teaching in September, following their graduation (16:14).

The shortage of teachers has a direct bearing upon this investigation. The teaching profession must find some plan that will attract and retain well qualified people. Many authors feel that an answer to this perplexing problem could be the full time employment and use of teachers. Roger Freeman, a well known writer, speaker, and critic of American Education, stated, "Sooner or later ways must be found to

employ teachers and buildings more than the usual 180 days a year" (7:17).

Those engaged in the employment of teaching personnel always find it difficult to employ someone for a part-time position having a part-time salary. The lack of employment during the summer months has long been a problem for teachers, especially those with families to support. Many take summer jobs for which they are neither trained nor otherwise suited, jobs which often make no contribution to morale, ability to teach, or professional stature in the community (4:23).

Need for increased salaries. According to the results of a clinic held in California on teacher recruitment, teachers should be paid a salary providing the standard of living the community expects persons with this important social responsibility to have. There was ample evidence in the results and the comments made at the clinic to show that students as well as parents are all affected by the standard of living the teacher evidences through dress, mode of transportation, membership in social groups, and in his dwelling (11:8).

It has been difficult to get good men into teaching. Many salary schedules in this country are based upon the concept of the salary needed by an unmarried woman. In the past, as late as 1930, it was customary to pay men more than women. Of our urban school districts, forty-two per cent in 1930 had higher pay for men, on the theory that men had family

obligations. But by 1953, only seven per cent had sex differentials (25:68). Victor Doherty writes that it is perhaps unnecessary to mention that men who enter teaching and acquire a family soon discover that the annual increments of most salary schedules do not keep pace with their expanding financial needs. Several studies reveal the struggle these men make to support their families, usually by working after hours and on weekends. Under mounting work loads and personal frustration they eventually leave teaching, or unhappily resign themselves to their penurious state (6:62).

The extent of hurt suffered by the teaching profession from this fact is not easily measured, since it manifests itself in many ways. The selective process by which men teachers of ability realize and act upon their predicament causes constant erosion of the top soil of male teaching. The long-range effect is to discourage young men from entering teaching. The residue of those unable to break with teaching or "rise" to an administrative position can vitiate the morale of an entire faculty, women included. Administrators need to realize that there is no virtue in having male teachers; there is only virtue in having good male teachers. And unless the remuneration for teaching can be attractive to men, we will not, in general, have good male teachers (6:62).

Need for increased preparation and study. The plan of extending the year for children has been given an increasing

amount of publicity and support from school administrators. At their 1958 regional convention, the American Association of School Administrators adopted a resolution urging an extended school year for all pupils (9:28). In response to Calvin Grieder's article "Let's Lengthen the School Year," the editors of The Nation's Schools polled superintendents all over the country to get their reaction. One question asked was, "Should the length of the school year be extended beyond the traditional nine months or 36 weeks?" Sixty five per cent answered yes, thirty three per cent answered no, while two per cent indicated no opinion (13:6).

The widely accepted nine-month school year adopted at the beginning of this century was rejected by the majority of administrators who answered this poll; there must be some specific reason for this. One author, Cardozier, states:

As everyone knows, the world continues to grow more complex with each generation. It takes a great deal more knowledge than it did a century ago. What seemed to be advanced knowledge then is often considered elementary today. In literature, history, geography, chemistry, civics, domestic and industrial arts, and most of the other courses taught in public schools, there is much more to learn. How can a teacher be expected to teach thoroughly the material their predecessors of fifty years ago did, plus important recent developments? The teacher cannot teach everything as thoroughly as would be desired, due simply to a lack of time. In the main, she gives it "a lick and a promise" and makes the best selection she can of "first things first" (3:240).

In this author's estimation, an extended school term would provide opportunity for an enriched program of study.

Six additional weeks would permit teaching each course more thoroughly, as more time could be given for explanation, discussion, and review (3:240). A Michigan superintendent, in reference to school curriculum today, stated that "it is impossible, under present conditions, to give students more than a survey of certain subjects" (13:6).

If children need more time for a deeper understanding of some academic courses offered in school today, it is apparent that teachers have an obligation to spend more time in gaining an adequate preparation. It is interesting to note that a Pennsylvania superintendent, although refuting to a degree the idea of extending the school year for children, offers the view that children will learn more, not by more time in school, but by better prepared teachers and more time for teachers' daily preparations (13:6).

II. LITERATURE ON THE NEED FOR GREATER UTILIZATION OF SCHOOL FACILITIES

The past support of year-round schools has indicated a desire on part of many taxpayers for a more extensive use of school buildings. These people feel that the money invested in schools is being wasted when the classrooms lie idle during the summer. Cardozier reports that the total investment for schools in this country is something over thirty-one billion dollars, an average investment of about \$35,000 per classroom.

We must, then, make the most efficient use of these facilities in keeping with the aim of education (3:241).

More than ever before, the school plant in America is becoming a social, recreational, and educational center for the entire community, tailored to meet the needs and demands of the locality. John Dewey, in 1902, delivered an address to the National Council on Education entitled "The School as a Social Center." This philosophy has been growing steadily ever since (12:64). In the literature of recent years, one can find abundant evidences that communities all over America are making wider use of their public school facilities.

Hughes reports:

Wherever the school has opened its doors for public use, invariably that school has improved its public relations and increased community support (12:65).

III. LITERATURE ON THE NEED FOR INCREASED IN-SERVICE ACTIVITY

In-service training activities are greatly needed to enhance teacher preparedness. Dr. Fred S. King, curriculum director of Rochester, Minnesota City Schools, gave reference to one example of an in-service activity that builds for teacher proficiency:

Our textbooks can't keep up with the advances in today's science. Nor is the average elementary teacher adequately trained in this field. So we are doing our own science training and writing a course of study which we think we can keep as fresh as the day's news (8:90).

This type of curriculum revision is being done in Rochester during a post school summer session. This gives teachers an opportunity to fully participate in these self-improvement and school improvement activities with extra pay. Adams and Dickey contend that probably no one would question the thesis that teachers should be willing to spend out-of-school time to improve themselves personally and professionally. Many, however, would question the thesis that teachers may be required legitimately to spend large amounts of time off duty and without pay in formal in-service activities. Much has been said about the ill effects of such practices in general (1:241). As in-service training is valuable for teachers and the school, a specified time outside the normal school year should be set aside where the majority of school and personal problems may reasonably be solved.

Clarence A. Weber declares, "Nearly every school system indicates that it hopes to develop a program for educating teachers in service" (24:72). He goes on to say that one of the most fruitful agencies for educating teachers in-service could and should be the school system itself (24:73). The school itself offers valuable opportunities for a teacher to become better prepared.

CHAPTER III

RESEARCH MATERIALS AND PROCEDURES

Four specific procedures of research used in this investigation were: (1) the use of personal letters to school superintendents involved in an extended school program; (2) the use of questionnaires; (3) the use of interviews; and (4) the application of related literature. All four methods were necessary to provide an adequate survey of materials and opinions. The results of this material have been more fully developed in Chapter IV.

I. THE USE OF PERSONAL LETTERS OF REQUEST

Related literature indicated the various school districts operating on some form of an extended school program. Some districts had only a summer recreational program for children in their community; nevertheless, letters requesting information were still sent to each of these districts. Necessary information included the origin of the program, framework, success, problems, and the program's current operation. A few short statements describing the program projected for this community were included to explain the request for information. Along with the letter, a post card was sent so that the respondent could check whether such information was available and the cost involved, if any.

Published guides of Rochester, Minnesota, and Glencoe, Illinois, were very tangible results from the above letters. These guides served as examples for the formulation of a similar program in Yucaipa. An outline of these plans has been presented in Chapter IV.

II. QUESTIONNAIRES--FORM, PROCESS, AND USE

Questionnaires used in this investigation sought to discover the feasibility of an extended school year for teachers. This information could not be found in any written literature. Questionnaires were formulated so as to give maximum information, a high return, and to simplify the tabulating process. The respondents, people who would be most effected, were the teachers, school administrators, and parents.

Questionnaire on teachers supplementing their income.

The study needed to know first, how many of the teachers had supplemented their income during the previous three years. This eliminated six of the first year teachers; however, this was expected. In addition, it needed to know when the outside employment had taken place--during the summer, school year, or both; thirdly, during what period of the year this supplementary employment had occurred; fourthly, what was the average amount of time spent in gainful employment, outside

teaching, per week; and lastly, the annual income derived from this type of work. This information will be given in Chapter IV.

In the Fall of 1958, this questionnaire was given to the forty-one teachers of the Yucaipa School District. Since the teaching staff is relatively small, the problem of conducting this portion of the research was fairly simple. At a general district staff meeting an opportunity was given to personally explain the study. The questionnaires were issued at this meeting. Some were returned at that time; others were sent back to the investigator's school by the school delivery truck. A seventy-five per cent return was realized. The complete format of the questionnaire has been placed in Appendix B.

The questionnaire had some immediate uses. The Superintendent of Yucaipa Schools, Boyd Lehman, asked for and received the tabulated results. He presented them to the school board for the purpose of (1) to show the ill effects of a low salary schedule, (2) to demonstrate the social and living standards expected of teachers in the community, and (3) to offer testimony to the fact that outside employment lowers the dignity, prestige, and general effectiveness of the teacher. In addition, the results gave evidence that teachers do supplement their teaching income. Whether they did this work out of need or otherwise was difficult to determine.

Administrators' questionnaire on an extended school year for teachers. This questionnaire was constructed with yes, no, no opinion answer spaces. The two following questionnaires were fashioned in like manner. The relatively high return on this questionnaire (eighty per cent) indicated the ease with which it could be answered.

The general format included a paragraph of explanations and directions, and a brief outline of the proposed extended school year plan. This section was followed by eight questions and a space for written comments. A question as to whether the respondent wished a tabulation of the questionnaire's results was also included. The questions may be read from the questionnaire in Appendix B.

Administrators in every other school district in San Bernardino County received one of these questionnaires. Besides this arrangement, administrators within each district in the nearby vicinity of Yucaipa, not included in the other method of distribution, received a questionnaire. This was done so as to insure an adequate coverage of opinions. A total of eighty-two questionnaires were mailed out with a self-addressed and stamped return envelope included.

San Bernardino County school administrators, principals, and superintendents gave their opinions on the extended school year. The personal comments made were extremely helpful. This material has been used in Chapter IV in discussing the

findings; in addition, it has proved helpful in formulating the proposed plan in Chapter V.

Teachers' questionnaire on an extended school year for teachers. A paragraph giving directions and reasons for conducting this study was given at the beginning of this questionnaire. This was followed by an outline of the proposed plan. There were seven questions answerable by a yes, no, or no opinion, with a space for personal comments. This questionnaire has been placed in Appendix B.

Forty-one questionnaires were given out separately to each school staff. This was done following the presentation and explanation of the project and questionnaire at that particular school's general staff meeting. They were returned in person or in the same manner as the first questionnaire. There was a ninety-two and one-half per cent return.

Since the investigation pertained directly to the interest and participation of the teachers in the Yucaipa District, it was essential to have their reaction to the proposed plan. Opinions and desires of the personnel who would work with this extended school arrangement would be indispensable to the Yucaipa School Administration and Board. They would require this information before any decision was made as to whether or not this plan would be placed into effect. This questionnaire gave an opportunity to fully

explain the ramifications of the extended school year to each of the four elementary schools within the district. This explanation not only aided in a fuller understanding of the plan but also contributed to a high return.

Parents' questionnaire on the extended school year for teachers. The general structure was the same as for the preceeding two questionnaires, except that the method used for the parents' selection was included. There were six questions plus a space for comments. The reader may refer to the questionnaire in Appendix B.

Parents selected for this investigation had an addressed questionnaire sent to them. Parents in two classes from each of the three elementary schools, excluding the one room Oak Glen School, were chosen as respondents. The classes were a third and a fifth grade. Each child took his parent's questionnaire home for the parent to read and answer. They were then returned by the youngster to the classroom teacher, who forwarded them to the investigator. The total number of questionnaires sent out was one hundred eighty one, with a return of sixty-five per cent; the lowest of the four questionnaires used. This could be attributed to the fact that the questionnaire had to go through the children, to the parents, and back to school. Furthermore, as personal contact with the parents was absent, there was no opportunity to explain or answer their questions concerning the total subject.

Next to teachers, parents were the most closely affected by this plan. This was due to the participation of their children in the summer school program and recreation classes, and to the fact that as tax payers they were paying for their children's education. As a result, their opinions were solicited to see if a change in the status quo of the school district was warranted. The information gained has aided the formulation of the proposed plan in Chapter V.

III. THE USE OF INTERVIEWS

The introduction of the interview was identical to that of the administrator's questionnaire; the questions, however, differed, being composed so as to allow the interviewer to record the interviewee's answers as they were given orally.

This method of research was designed to obtain a more thorough opinion of the investigation from the members of the Yucaipa School Board and from leaders of community organizations. Presidents of community groups such as the P.T.A., Kiwanis, Chamber of Commerce, and Realty Board were interviewed. Personal appointments were made with these people either in the afternoon or evening. The interview was usually held in the person's home. This approach was valuable in that the informality and personal contact generally produced true feelings about problems facing teachers, schools, and

the community. Possible solutions to these problems, included within the extended school year plan, were freely expressed.

IV. APPLICATION OF WRITTEN LITERATURE

A major portion of the literature on this subject was used to build a background of knowledge. It was, however also applied in the following ways: (1) literature was used in explaining the problems and needs, resulting from today's educational system, that have faced teachers, school administrators, school systems, children, and parents. The teacher's problems received the major emphasis; (2) literature was used to substantiate the reasons for conducting the research; and (3) literature was applied when this investigation used various author's theories and suggestions as to how to solve the problems suggested by this study.

This chapter has given the materials and procedures used in collecting information that could not be obtained in literature. The findings of the materials described here has been reported in Chapter IV.

CHAPTER IV

FINDINGS

As already indicated, the research methods employed in this thesis included: (1) related literature, (2) letters and policies from various school districts in this country, (3) questionnaires, and (4) personal interviews. Most of the findings in related literature were reported in Chapter II; however, other pertinent material is given in the present chapter.

I. THE NEED FOR ADDITIONAL TEACHER EMPLOYMENT

Many reasons have been given for today's shortage of teachers. These reasons are practically identical with remedies advanced in 1920, just after World War I. They included (1) increase teacher's salaries, (2) remove schools from politics, (3) help teachers find homes, (4) consolidate schools, (5) enforce compulsory education laws, (6) democratize schools, (7) employ competent principals and superintendents, (8) give teachers reasonable teaching loads, (9) accord a higher prestige to teaching, and (10) improve retirement plans (4:23).

In California many of these conditions have been improved considerably and some have been virtually eliminated. Yet, a teacher shortage still exists. The answer to this

perplexing problem could be in the full-time employment of teachers (4:23).

William Yeager, Professor of Education in the University of Pittsburg, reports:

It is well known that many teachers find it both desirable and necessary to supplement their teaching salaries through gainful employment beyond the regular school day and week, during vacations and in the summer months. That they do so calls attention to two suppositions: (1) Teachers are professional and therefore, must maintain a professional standard of living, and (2) Teaching is not a full time profession requiring all the time and energies of those engaged in it or they could not undertake supplemental gainful employment (26:61).

Since 1950, the trend toward supplementary salaries has continued at a significant pace. For example, in St. Louis in 1951, only eight per cent of the men teachers lived on their professional incomes. All of the remainder (ninety-two per cent) were engaged in various types of supplemental employment, or their wives were engaged in some type of gainful employment outside the home. In every instance the reason given by men teachers for earning supplementary income was the necessity for maintaining an adequate standard of living for themselves and their families (26:61).

Many men do supplement their salaries in some manner. Many other younger men teachers are using a portion of their time in activities that may not be listed as gainful employment--for instance, advancing themselves educationally. As soon as their education is completed, it is likely that they

will look for supplemental employment. Of those men gainfully employed, about six out of ten are so engaged during the summer. Many work both periods. There seems to be little difference among elementary, junior, and senior high men teachers. The length of work time averaged about ten hours weekly during the school year and the number of weeks during the summer was nine, with five work days a week. Three out of four men held one outside job. However, about one out of four held two or even more jobs (26:62).

The prevailing type of employment for men teachers, professional and managerial in nature, accounted for sixty-five per cent. Examples of such jobs included recreation, accountant, engineering, technician, musician, newspaper work, summer camp, and religious work. A wide variety of skilled and semi-skilled occupations were listed, such as bartender, busdriver, clerical worker, farm worker, inspectors, life guard, maintenance man, painter, plumber's helper, real estate salesman, service station attendant, truck driver, and repairman. A small percentage engaged in farm labor. The medium amount of income was \$1200 annually. Many men teachers thus doubled their teacher salaries (26:62).

William Yeager, citing Frank Naylor's 1956 University of Pittsburg doctoral dissertation, "A Study of the Supplemental Incomes of Women Teachers in the Public Schools," reports that studies show one out of four woman teachers have

a supplemental income through various types of gainful employment. Many of these women teachers declare that additional income is necessary to give themselves and their dependents an adequate standard of living. Clerical and sales occupations are the largest area of employment, followed in order by professional and management work, and sundry skilled and semi-skilled types of work (26:62).

In addition to the findings of the preceeding studies, the results of the questionnaire on Yucaipa teachers supplementing their income have been reported here. The reader is referred to Table I, page 30, for a complete tabulation of results.

Thirty out of forty teachers returned questionnaires on this investigation. The average age of those reporting was 33.9 years, and the average teaching experience was 5.6 years. During the three years prior to this study, 46.6 per cent of the teachers supplemented their teaching income. Fifty-three and four-tenths per cent did not work. There are three possible explanations as to why the number of teachers not supplementing their income was so high. First, this study included six new teachers without any experience; they naturally would not have supplemented their teaching income. Second, a few men and women teachers had been going to summer school to further their education and thereby would improve their financial status by advancing on the salary schedule.

QUESTIONNAIRE ON TEACHERS SUPPLEMENTING
THEIR INCOME (75% RETURN)

1. Male 11 Female 19
2. Age 33.87 average
3. Number of years of teaching experience 5.6 average
4. In the past three years I have 46.6% have not 53.4% worked at an extra job to supplement my teaching income.
5. At any time during the past three years outside employment has been:
 - a) During the school year
 - b) During the summer only 36%
 - c) During both 64%
6. The majority of time spent in supplementing my teacher's income has been:
 - a) During the school year 7.1%
 - b) During the summer 71.4%
 - c) About equal 21.4%
7. Indicate the average amount of time spent at extra employment in a week.

a) During the school year: <table style="width: 100%; border: none;"> <tr> <td>Less than 10 hours</td> <td><u>5</u></td> </tr> <tr> <td>10 to 20 hours</td> <td><u>4</u></td> </tr> <tr> <td>More than 20 hours</td> <td><u> </u></td> </tr> </table>	Less than 10 hours	<u>5</u>	10 to 20 hours	<u>4</u>	More than 20 hours	<u> </u>	b) During the summer: <table style="width: 100%; border: none;"> <tr> <td>Less than 20 hours</td> <td><u>1</u></td> </tr> <tr> <td>20 to 40 hours</td> <td><u>9</u></td> </tr> <tr> <td>More than 40 hours</td> <td><u>4</u></td> </tr> </table>	Less than 20 hours	<u>1</u>	20 to 40 hours	<u>9</u>	More than 40 hours	<u>4</u>
Less than 10 hours	<u>5</u>												
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Less than 20 hours	<u>1</u>												
20 to 40 hours	<u>9</u>												
More than 40 hours	<u>4</u>												
8. Annual income derived from employment outside of teaching.

Less than \$500 <u>42.8%</u>	\$500 to \$1000 <u>29%</u>
\$1000 to \$1500 <u>14.2%</u>	\$1500 to \$2000 <u>7.1%</u>
More than \$2000 <u>7.1%</u>	

It was presumed that these people, especially men with dependents, would seek summer employment when education was completed or terminated. Third, as it is common in most school districts, there are women teachers whose salaries represent a second family income. Therefore, they find it unnecessary to supplement their income.

Of those people who do supplement their income, 36 per cent do so only in the summer, while 64 per cent work during both the summer and school year. The period of year in which the major portion of extra employment took place varied. The summer employment period drew 71.4 per cent, while 21.4 per cent reported that their time was about equally divided between the summer and school year. Work during the school year itself involved only 7.1 per cent of the teachers.

The amount of time spent at extra employment varied, with five people stating that they worked less than 10 hours during the school year, and four saying they worked 10 to 20 hours. During the summer one person worked less than 20 hours, nine said 20 to 40 hours, and four worked more than 40 hours.

The annual income derived from employment outside of teaching ranged from less than \$500 to more than \$2,000. Forty-two and eight-tenths per cent received less than \$500, 29 per cent \$500 to \$1,000, 14.2 per cent \$1,000 to \$1,500, 7 per cent \$1,500 to \$2,000, and 7 per cent received more than \$2,000. Given the amount of time being spent outside

of school, teaching becomes something less than a career.

How can career teachers be obtained: T. C. Coleman, Superintendent of Hanford, California, Public Schools, feels that this question can be answered by providing full time employment. This means using one's academic training, experience, and competencies year-round with a salary commensurate with the service (4:24).

From the teacher recruitment clinics held in California in 1956, came this suggestion:

One way to hold teachers in the profession is to make available facilities and programs for use of teachers' valuable skills during summers for those who express a desire to continue working during that period (11:14).

The report also stated that the people involved in teacher recruitment, school administrators and school boards, must find ways to better utilize the teachers' time for those skills which only a teacher possesses (11:14).

A similar suggestion came from Dr. Victor Doherty, director of research in the school system of Portland, Oregon. He states:

There must be the creation of more responsibilities related to teaching or to programing of the public school system. Many such jobs already exist in continuation schools, adult evening schools, summer recreation programs and curriculum development projects. Where such programs exist, coordinated efforts should be made to insure that teachers with dependents receive priority consideration for these positions. If positions of this nature are not available, administrators might consider developing a program of summer employment consisting of curriculum development, research evaluation, and program planning which would give teachers opportunities to increase their

on-the-job effectiveness. Priority should be given persons having dependents only if other qualities such as ability and effectiveness are reasonably equal to those applicants with no dependents. Professional opportunities should be created, but only where professional attitudes and performance are demonstrated by the recipient (6:63).

It has been shown in previous references that a teacher's time and energies are not utilized to the fullest extent because of the diversion of extra employment. Doherty points out that there are periods in the development of all professional men when there is a struggle to establish a reputation and to achieve financial status. But that period of struggle finds the doctors and attorneys engaged in long and difficult hours of work and study within the limits of their professional practice, not outside those limits. It is during this period that character and competence are forged; this should also be true in teaching. Administrators should feel a responsibility to see that the efforts of young men are directed toward professional growth and not dissipated in part-time jobs outside the profession (6:63).

James E. Allen, New York State Commissioner of Education, in an address at the New York State White House Conference on Education in New York City, September 19, 1955, made this summarizing statement.

Almost every other profession has developed methods and practices which permit the successful practitioner to be of wider service. By employing assistants and utilizing modern labor saving devices and professional aids, members of other professions have been able to

extend the sphere of their services and influences and improve the quality of their work. In the teaching profession, generally speaking the opposite has been true. We have tended to limit rather than extend the services of good teachers (21:30).

II. THE ADMINISTRATOR'S VIEW OF AN EXTENDED SCHOOL YEAR FOR TEACHERS

The view of San Bernardino County administrators on the extended school year for teachers has been reported in this section. There has also been an inclusion, in a limited way, of the written comments to the questions asked and to the proposed plan. An attempt has been made to include typical statements, both pro and con, in an effort to give an unbiased representation. In concluding this section, three excerpts from letters written to this investigator have been presented to show the view of two administrators in school districts in which an extended school year has been functioning. For a complete description and tabulated results of this questionnaire, the reader is referred to Table II, page 40.

Eighty-one per cent of the administrators felt that the extended school program as presented might solve the problem of teachers having to supplement their teaching incomes. Those who objected to this stated, "Some teachers need to get away from education and get lay jobs," "Some would still supplement," and "One attraction of teaching is the extended vacation."

In regard to raising community prestige of teaching as a result of this program, 54 per cent "Yes," 23 per cent "No," and 17 per cent "No opinion." Several stated that increased prestige would depend on how productive this plan was in the eyes of the community.

Seventy-five per cent felt that if the school facilities were used during a six week period in the summer for the benefit of children as well as teachers, it would answer the complaint that schools are lying idle for three months a year. Twenty per cent said "No," it would not, and 5 per cent gave various opinions without checking any of the listed answers.

"Is there a need for an increased amount of in-service work?" elicited a 71 per cent affirmative response. Only 23 per cent indicated an increased amount was not necessary. One superintendent wrote, "I have long felt that this would be desirable, particularly in the field of curriculum development and teacher participation in this process."

Closely connected with this need of in-service training was the question of whether the effort of organizing this expanded in-service training would be a value in the enrichment of their school program. It was evident that the majority felt that it would be. Eighty-four per cent said "Yes."

"Should all teachers participate in an extended school year, if initiated in your district?" Forty-one per cent replied "Yes," in contrast to the 50 per cent that answered "No."

Many administrators made written comments that teacher participation should be voluntary. Several stated that in their districts were a large number of teachers with provisional certificates. As these teachers are forced, by state requirements, to attend summer school, it would be difficult to have all teachers participate in a plan such as this. Others mentioned that many of their women teachers would not want to participate because of health problems, families, and no need for extra income because their salary was supplementing their husband's.

Forty-six per cent felt that such a program as this would be acceptable by teachers in their own districts. Twenty-six per cent indicated that it would not be accepted, and 17 per cent checked "No opinion." According to some comments, the answer to this question was difficult to accurately determine unless the administrator had polled the teachers. Three that indicated that they had done this reported that a majority of their teachers would accept an extended school year.

As to whether their school board would consider the possibility of applying this program in their districts, 47 per cent said they would. Several comments mentioned the fact that their boards would consider it, but because of the lack of money needed for this project they would not be in a position to do anything in a constructive way. Thirty-six

per cent felt that their boards would not consider it because of the above reason and others. Seventeen per cent answered "No opinion."

The following are from the personal comments by various administrators.¹ They have to do with the general acceptance of the proposed plan and some major obstacles that would have to be overcome if this type of plan were put in operation in their district.

Extreme summer heat in Needles would demand better air conditioning facilities. Many teachers want to leave in the summer because of the heat. This problem would require some study here--but should not reflect attitudes elsewhere.

Too many unmarried women who don't need more money and don't care to put in more time.

Almost half of our teaching staff is composed of "provisional" people who are compelled to attend summer school each year until fully credentialed. The extended school year would be pure subsidy, and would be discriminatory towards teachers who have met all requirements of the state.

In addition to the 15% you suggest for salaries--there will be many other costs that a district will have to bear. The first hurdle many districts will have to clear is--
FROM WHENCE THE MONEY!

The added cost would be prohibitive for most districts under present tax structure. However, I do think that some such plan will be accepted practice within the next few years. It will stabilize the profession.

The above program is an excellent one and should be considered by each school district. Very soon, I believe, the public is going to demand that better use be made of our school facilities during the summer season.

¹All quoted comments are given in the form received.

A program such as this should provide better educational opportunities for our youth and at the same time increase the professional standing of teachers.

Thinking in the right direction. This will put teaching in a more professional view. Some details need careful working out, but certainly not insurmountable.

How do administrators who have worked with it view the extended school year? Letters written to the investigator answer this and give a brief description of their program. Highland Park, Illinois, has employed the extended school year. They term it "The Ravinia Summer Workshop." Ray Naegele, principal at the Red Oak School, gave this reply:

The Ravinia Summer Workshop has been in operation for a period of four years. It was begun in an effort to satisfy need for some organized activities for our youngsters, as well as in an effort to devise a means where at least some of our teachers could earn a satisfactory salary during the summer months.

We have been able to pay an average salary of \$650.00 per summer. It is hoped that this shall increase to \$750.00 ultimately. The direction has been paid on a portion of 1-1/2 times the teachers salary.

In evaluating the program I believe that the program has satisfied a very definite need and interest of youngsters and parents in our area, it has been a good use of our school buildings during the summer, and it has offered employment at a professional salary to many teachers of the district.

Jos. J. Vincent, Superintendent of The South Park Public Schools in Beaumont, Texas, described their program in this way:

We pay our teachers on either nine or twelve installments; just as they wish. We pay the summer school faculty extra for eight weeks of work. (We have found out that a summer school program goes "stale" during the

month of August. People go on vacation, climate is very hot, and everybody needs a chance to recuperate for the beginning of school.)

The program is about seven years old and many changes have been made since the beginning. At first, we paid all teachers twelve months, with one-third going to school, one-third traveling, and the other third remaining for the summer school program. This did not get the whole support of the teachers. So, we have now elected teachers most interested and qualified and pay them extra for summer school work and we are getting a much better job done. At first, we had many more activities than we have now since we have eliminated the least popular.

A surprisingly large number of good academic students come to the summer school to take typing or work in the shop, as they desire. Summer baseball, ranging all the way from the Little League to senior high school students, is perhaps the most popular thing in the summer play program outside of swimming.

Our summer activities extend through the middle of July, beginning the 1st of June.

TABLE II

ADMINISTRATORS' QUESTIONNAIRE (80% RETURN)

40

1. Do you feel that this program might be a solution to the problem of many teachers having to supplement their teaching incomes during the summer and school year?
 Yes 81% No 13% No opinion 1% *Q.A. 5%
2. Would a program such as this tend to raise the prestige of the teaching profession in your community?
 Yes 54% No 23% No opinion 17% Q.A. 6%
3. By using the school facilities for a six week period in the summer, would this be an answer to the complaint of many taxpayers that the school plant is lying idle for three months of each year?
 Yes 75% No 20% No opinion Q.A. 5%
4. Is there a need in your school or school district for an increased amount of teacher participation in school projects such as curriculum revision, handbooks, rules and regulations, various workshops, etc.?
 Yes 71% No 23% No opinion 3% Q.A. 3%
5. Would the effort of organizing this expanded in-service training be of a value in the enrichment of your school program?
 Yes 84% No 13% No opinion 3% Q.A.
6. If a program of this type were initiated in your district, do you think all teachers should participate in it?
 Yes 41% No 50% No opinion 5% Q.A. 4%
7. Do you think such a program would be acceptable by teachers in your own district?
 Yes 46% No 26% No opinion 22% Q.A. 6%
8. If your school board had a full knowledge of this program, do you feel they would consider the possibility of applying it in their district?
 Yes 47% No 31% No opinion 17% Q.A. 5%

* A qualified answer. Neither a yes, no, or no opinion.

III. TEACHER REACTION TO THE EXTENDED SCHOOL YEAR FOR TEACHERS

The teaching staff of the Yucaipa School District has been the focal point of this investigation, hence their reactions and views were necessary to answer the thesis problem. This information, acquired through the questionnaire's results and comments, has been reported below. Table III, page 45, has given the complete results.

The teachers reporting had an average of 6.7 years of teaching experience, including the year they were teaching when the study took place. Of the teachers reporting, 68 per cent were women.

Did the teachers think that a program such as this would tend to raise the prestige and respect of the teaching profession within the community? Seventy-three per cent felt it would. The "No" and "No opinion" answers each received 13.5 per cent. One teacher who answered "No" stated, "I don't think that summer vacation or teachers doing other work during the summer tends to lessen respect for them."

A high percentage (92) replied that in-service training would be more valuable if conducted during the six week post school session rather than throughout the school year, as had been the case previously. Eight per cent replied "No." One teacher wrote:

I feel that it would help enrich the school program as a whole, and that the time during the actual school year could be spent on more individual school instruction with the teacher not having to spend as many week ends and evenings preparing room environment, realia, etc., as this would be prepared during the summer. Thus the teacher would have more time to adequately go over each individual's work, have more time for conferencing with pupils and parents, etc.

Another teacher replied:

I feel the 6 week summer improvement time will be helpful. During the year one is less free to concentrate on self-improvement or study because of responsibilities consuming time. One could probably learn more and do more with it under an additional, teaching-free, 6 weeks in summer.

If this plan were put into effect, an increase of 15 per cent above the teacher's salary had been considered.

The question was asked as to whether this increased compensation was fair or not. Ninety-seven per cent answered "Yes," while only 3 per cent said "No." One of the women teachers stated:

In many instances the summer months present a conflict between desire and need to spend time and money improving oneself professionally and the need to turn outside the profession for additional income. This plan would present a way of resolving this conflict.

In addition, another remarked:

The reason I'm for it is that many teachers have to work in the summer to support themselves. The Plan would give them the extra employment. Also, all teachers want to improve themselves and this would be a good way to do it.

"Should all teachers participate in a program as this if initiated within the district?" To this question 13 per cent answered "Yes"; on the other hand, 78 per cent said "No,"

it should not be mandatory. Nine per cent had no opinion.

The comments below reflected this thinking.

Those who don't wish to participate should not be made to do so. Accordingly, they should not receive the salary increase.

I do feel though that a program of this sort should be one of individual choice on the part of the teacher.

I feel that this is an excellent idea because of the reasons stated in the questionnaire. I also feel that teachers need an extended vacation. It is a healthy thing for teachers to develop interests, projects, and ideas that are not closely related to their teaching. Summer is the only time a teacher has to do these things. The development of new interests and participation in a great variety of activities aids professional growth. It creates new insights and perspectives. Consequently I feel that no teacher should be made to feel obligated to participate in such a program.

I would like to feel a certain amount of freedom for choice of participation or non-participation. Of course it would be much more acceptable if everyone took part, but I think teachers should be able to take part or not do so according to individual preferences or needs.

Eighty-one per cent stated that they would be willing to participate in the proposed plan, while only 5 per cent replied "No." Fourteen per cent were undecided. One woman who answered the "No" opinion, wrote:

I think this plan would be more beneficial for the man on the staff since a good number of the gals teaching are married and welcome this summer vacation time to get their household in order.

The views of several other teachers are reported below:

I feel that this type of program would be of great help not only to the teachers in the Yucaipa area but also to the townspeople as a whole. I would certainly like to see a program such as this at least be given a try.

This would be fine if a person didn't have children in school. Summer time would leave the children at home with no care. Also, I have always enjoyed doing something away from children and school in the summer to be fresh for the next semester. This plan does sound very good, nevertheless, and since I am not tied down with children I would be interested in the playground recreation end of the summer work.

It would be one means of checking the ever increasing juvenile problems facing us today. Also I believe it would be a way that slow-learners would and could be brought up to grade level work.

I've thought this would be good for a long time.

A good plan, I'm all for it. This plan would alleviate many of the weaknesses of the present program, providing for fuller use of school plant facilities and teaching personnel.

TABLE III

TEACHERS' QUESTIONNAIRE (92.5% RETURN)

1. Number of years of teaching experience, including the current year?

6.7 average years of teaching experience

2. In your opinion, do you think that a program such as this would tend to raise the prestige and respect of the teaching profession within the community?

Yes 73% No 13.5% No opinion 13.5%

3. Would the in-service training, described in The Plan, be more value to you personally if it was conducted during this six week period in the summer; rather than throughout the school year as it has been in the past?

Yes 92% No 8% No opinion _____

4. If salaries were 15% higher than the salary you are receiving at the present, would this be a fair compensation for this extended school year for teachers?

Yes 97% No 3% No opinion _____

5. If a program of this type were initiated in this school district, should all teachers participate in it?

Yes 13% No 78% No opinion 9%

6. With the understanding you have at the present time concerning this plan, would you be willing to participate in it yourself?

Yes 81% No 5% No opinion 14%

IV. PARENT REACTION TO THE EXTENDED SCHOOL YEAR FOR TEACHERS

Parental reaction to this investigation was felt to be significant. The tabulation of their answers and written comments has been reported in this section. The comments selected represented opinions on five questions; in addition, general comments of the proposed program were included. Refer to Table IV, page 49, for a complete tabulation of percentages.

In the first question parents were informed that if a program, as proposed, were established, there would be summer school classes of remedial and enrichment work. Parents were asked if they would consider enrolling their youngsters in this type of activity for six weeks. Seventy-five per cent replied they would. Twenty-three and one-half per cent said "No," while 1.5 per cent had "No opinion." Typical reactions to this question follow:

I feel the following plan is an excellent one. It would solve many problems of our growing community, mainly, giving our children something worthwhile to do, besides helping the teacher as well. I would be among the first to enroll my children.

The enrollment should be optional or upon recommendation of the teacher if the pupil is in need of extra help. Teachers should be expected to put forth as much effort and time as during the regular school year and not become excess baggage.

I would like to see an educational program especially for those capable students handicapped with a reading problem and for those blessed with extra ability. Would also like to see classes for teachers taught by teachers

who have proven themselves to be talented in the field of education. Would like teaching emphasis to be on all basic phases of education, not just science.

I feel a summer program such as this is a valuable asset to any community and particularly valuable to children who need "directed" activities during the vacation period.

I do not feel that a program such as this is necessary. If a child cannot get sufficient training in a normal school term, six extended weeks would be of little value. I feel that children deserve to have their summer vacation also.

A program like this would keep the child's mind from becoming sluggish during the summer months. He would be less apt to forget what he has learned by the time the fall session begins. I'm for it 100%!

There are some children needing this type of program badly to keep them busy through the summer. I'm sure most parents would admire the teachers for doing this important job, but there are also those who would feel they were pretty good baby sitters and not really care about the benefits their child was receiving. This job certainly takes a well trained person and it shouldn't be expected to be carried on without due compensation for the persons partaking in this program.

We feel that summer school is important for those children who need additional help in a special subject, otherwise, we like our children to be free for the summer.

I feel that if children apply themselves they receive sufficient schooling during the school year and there is no need for summer school.

We have had experience with one of our children in such a program with a selected group of fast learners just out of sixth grade. It was one of the most valuable and enthusiastic experiences for her whole school career. The boys and girls stimulated each other and they worked on a wide variety of projects. They had leadership and guidance but they were allowed freedom to move ahead. A program of this type needs the backing of top notch teaching personnel and classroom materials--in other words, money.

Parents were asked if the community recreation program

would be of value for their child if teachers were used as instructors and counselors. Seventy-one per cent answered "Yes," 20 per cent said "No," and 9 per cent gave a "No opinion." Three parents wrote:

It would keep children off the streets, less juvenile delinquency.

I think this would be a very good thing and a definite advantage to all concerned, especially the children and the community as a whole.

The lack of activities for children during the summer months could greatly be helped by the teachers in such a program as this. This program should have been in effect years ago.

Eighty-five per cent felt that school facilities should be used during the summer months for the benefit of children. Nine per cent replied "No" and 6 per cent "No opinion." Two comments were:

School facilities should be used during the summer but not to the extent of having the school play baby sitter all summer. For the sake of a "healthy society" there should be an uninterrupted period for the development of family cohesion. This is best done during the summer months.

I personally feel that school should run the year around with quarterly breaks of one week. Teachers should be paid a full salary the year through. This program could be a step in that direction.

"Do you think this increased activity of teachers would tend to improve the instruction of the schools?" To this question 65 per cent of the parents replied "Yes," 20 per cent "No," and 15 per cent "No opinion." Sample opinions were:

TABLE IV

PARENTS' QUESTIONNAIRE (65% RETURN)

1. If a program such as this were established, there would be classes of remedial work--as in reading, and enrichment courses--such as science, art, music, and arithmetic. As parents, would you consider enrolling your youngster in this type of summer activity for the six week period?
 Yes 75% No 23.5% No opinion 1.5%
2. Do you think it would be a value for your child if a teacher's training and talents were utilized as instructors and counselors in a community recreation program?
 Yes 71% No 20% No opinion 9%
3. Do you feel that school facilities should be used, for the benefit of children in the community, during the summer months?
 Yes 85% No 9% No opinion 6%
4. Through the understanding you have of this program, do you think this increased activity of teachers would tend to improve the instruction of the schools?
 Yes 65% No 20% No opinion 15%
5. Do you feel that this program might be a solution to the problem of many teachers having to supplement their teaching incomes during the summer and school year?
 Yes 74% No 15% No opinion 11%
6. Would a program such as this tend to raise the prestige of the teaching profession in your community?
 Yes 60% No 21% No opinion 19%

This would depend upon the individual, and it would have the distinct advantage of keeping the "teacher-student" relationship, making it a bit easier on both student and teacher when school begins again in the fall. Three months of vacation is quite a "gap," which almost demands review work at the beginning of the year, a waste of valuable time for student and teacher.

I believe it is vital and of utmost importance for those in the teaching profession to choose different activities each year in which they feel their greatest need for professional growth and service. The end results will improve their professional competency and pay off in even greater dividends in our educational program, which will bring forth improved results in our children's education. It should also be like all other professions wherein the teachers can apply themselves on a full time basis for the entire year with a paid vacation.

If a little more teaching was done during the school year, a summer program wouldn't be necessary.

Possibly. If the teachers' position was improved, teaching in general would improve. As far as we are concerned this is the real problem at hand! In other words, we agree that teachers are not getting a square deal, but neither are our children. We would certainly hope that such a plan would solve the problem.

Six weeks of additional education in subjects, not crafts particularly, would benefit both teachers and children. Other jobs and professions are usually a year around task with a month's vacation at the most. I can't believe that either teachers or students are so overworked that 3 months education lapse is necessary.

Seventy-four per cent replied that this program might be a solution to the problem of so many teachers having to supplement their incomes. Fifteen per cent said "No" and 11 per cent indicated "No opinion" to this. Two parents who answered "No" to this question wrote:

Teachers should work 11 months of the year. Teachers' salaries are high enough now. Why should teachers be paid for working 12 months and then find it necessary to

supplement their income by taking other jobs? No one else is able to do so.

I think that, considering the amount of time worked, the teachers are not really deserving higher salaries; especially a 15 per cent increase. This is comparing with my own salary over a full 12 month period, which is smaller than most teachers for a shorter work year.

Would a program such as this tend to raise the prestige of the teaching profession in your community? Sixty per cent replied "Yes," 21 per cent "No," and 19 per cent "No opinion." Representative comments expressing a general opinion of the proposed program are listed below.

Riverside, [California] showed over a 90% readiness for such a program as this. However, when it gets down to budgeting for it I wonder how many communities are going to stand behind it. Will they try to run it on a shoestring and thereby lose the value of it? It takes groundwork and parent education and no district should embark on it before they have "sold" the parents.

I like to see progress like this being made and I think it will help the community. However, I don't think it should be on a compulsory basis for children to go to school during these months.

I feel that this arrangement would be desirable, but should not be compulsory for the teachers.

I think a program such as this would be fine for many children. But then again, I think they need a rest for a while from school activities. The cost of such a program would have to be considered and this would be a large determining factor.

After 9 months of school, I feel a child is entitled to the 90 day vacation. I do not agree with this plan.

I feel the teachers are entitled to a month's vacation with pay. This program would be a benefit to the children that are failing in one subject or another. It would also give the children more to occupy their time and therefore keep many of them off the streets. Also it would encourage

more people to become teachers. The pay they receive has long been poor and has lost many good teachers to another job which pays more.

When teachers start teaching I would be in favor of all the things that are asked. I'm not one to complain, but I work 12 months and get two weeks vacation and a teacher makes more than I do now.

We feel the shorter vacation period would be utilized to better advantage by our children and that the extended classes would prevent the boredom that so often comes with so much free time.

This program is long past overdue. It should have been inaugurated long ago. This, in my estimation, is a big step forward, and one that is sorely needed in our society today.

I heartily recommend such a program; in fact I've wondered for a long time why it hasn't been done before. I would even be agreeable to paying a small fee for a teacher's services during a few weeks of the summer. Children need something of this nature during 12 weeks of vacation.

V. SCHOOL BOARD MEMBERS' AND COMMUNITY LEADERS'

RESPONSE TO THE EXTENDED SCHOOL YEAR FOR TEACHERS

The following information was obtained through the use of personal interviews. Four School Board members and eight community leaders were interviewed. Comments, typical for each question, are recorded below. The reader may refer to Appendix B for additional information concerning the form used.

Paul Meisner, Superintendent of Glencoe Schools in Glencoe, Illinois, made the statement, "Teachers who wish to be paid an adequate annual salary must be willing to increase

their professional competency and to serve their communities for more than nine or ten months a year." Each person was asked to give his reaction to this statement. The following comments were made by the four Board members:

Teachers are being paid a very adequate salary at the present. However, this idea of an eleven month work year is excellent. It would serve the community to a better advantage. I would go along with this if it wouldn't degenerate into a babysitting proposition.

Excellent idea. This plan would keep teaching staff better prepared for the coming year. This would also give an income during the summer vacation. As it is now, teachers are doing jobs they are not qualified and jobs that are below their dignity.

I am in agreement with this statement. This plan certainly has its merits. Increased work on part of the teachers should be paid for.

Teachers would have to increase their school year if future raises are to be granted. This plan should be carefully planned before going into it. I am for anything if it will help our children to learn more.

One of the four P.T.A. presidents commented:

If teachers want pay raises in the future, it would be to the teacher's advantage if they would be willing to work longer. All the activities in the plan would be a benefit to teachers as well as the community.

The Recreation District Director stated:

Teachers are going to look for jobs anyway, unless they are planning on attending summer school. It would be better for the community and teachers if they could work in the activities listed in the Plan.

The interviewer pointed out that many teachers in the district supplemented their teaching income during the summer and school year. Each person was asked if they thought it

would be more valuable to the community and to the school system if teachers' professional training could be used in summer activities outlined in The Plan. Three of the Board Members replied:

Teachers have already had the training; who else could work with children any better than a teacher.

Yes, very definitely. There is no question in my mind about a teacher's training being more valuable to the community when used in connection with the schools.

Yes, it would be a benefit unless it became a babysitting situation.

Two of the F.T.A. presidents remarked:

I believe many of the teachers could put their talents to use in summer months when they are free from regular school routine. More time could be spent in specialized fields where teachers as well as pupils have a definite interest.

Yes, most certainly. Teachers lower themselves when employed in various summer jobs. Teachers and administrators who have paper routes, store jobs, etc., do not help the prestige of teachers.

The Kiwanis president said:

Yes, because where a person has professional training it is a waste of time and talent to let him spend his summer months in an unrelated occupation.

The president of the Real Estate Board declared:

I do not feel that a teacher should be subsidized to obtain an increase in pay. Besides, teachers going to summer school would also advance on the salary schedule. If it is their sincere desire to improve themselves and their monetary status in life, they should take this step without being subsidized.

The interviewee's feeling toward the fact that the school buildings in the community were idle in the summer was

solicited. Board Members were emphatic in their desire to use the school facilities during the summer months. Their comments appear below.

Again, I feel that they should definitely be used. The more we can use them, the better. We have a great deal of money tied up in school buildings. If Kaiser Steel let their buildings lie idle for three months a year, they would go broke. The cost of these plants makes the idea of lying idle appear ridiculous. We have to make more use of them.

This needs to be corrected. It "breaks my heart" to see the buildings lying idle. This summer program would not use all the buildings or all the rooms, so maintenance would not be too much of a problem.

It is a shame to have the buildings lying idle. Should be able to use some of them year around in the summer classes mentioned in the Plan.

They certainly should be used during the summer.

P.T.A. leaders stated:

The schools lie idle but tax money is paid year-round. The only disadvantage would be in repairing desks or painting that can't be done when school children are continually in and out.

Big business would never close their plants. There is too much invested to leave equipment and buildings idle. Schools are expensive and should be used.

The Chamber of Commerce president said:

The Plan would not utilize enough of the school facilities to be a factor.

The Realty Board president remarked:

The summer school classes represent an excellent idea as to the usage of the school plant during the summer months.

The Kiwanis president stated:

These buildings could very well be used in both an academic as well as athletic capacity during this time. They could assist not only advanced students, but average or below average students to master subjects whether new to them or difficult for them. Even some adult education might be considered worthwhile.

Each person was requested to give his opinion as to whether a program such as this would tend to raise the prestige and respect of the teaching profession within the community. Again, all four Board Members agreed that it would. Three of the comments were:

Very definitely. This Plan would certainly put those people who are not in it in a poor light with the community. There would have to be some good public relations in explaining why some people, especially women teachers, who might not want to work for that extended period. It doesn't enhance the teaching profession to have its members pump gasoline, etc., during the summer. This kind of work is below the dignity expected of teachers. This Plan would raise the prestige of teachers.

I believe it would. This Plan would show an interest by the teachers in their job beyond the normal school year. This would certainly help in building teacher competency.

Very definitely. I think that a district that has high qualifications and something to offer to their teachers will have higher qualified teachers on their staffs. Screening people for positions will be less difficult.

All four of the P.T.A. presidents felt that respect and prestige would be raised. Three of their comments follow:

It would definitely raise the prestige. If teachers would be willing to work longer, it would impress parents.

Yes, if a teacher knew they could increase their income by summer training they would have more incentive to enter the teaching profession.

Yes, people would think more highly of the profession if teachers would be willing to put more time and effort into this extended school year. Of course teachers would be compensated for this.

The Kiwanis president commented:

Any project that will stimulate the interests of the people to let them know that schools are concerned about their children will raise the prestige of the teaching profession.

The Chamber of Commerce president held this view.

No, I have never been in a community where school personnel are criticized so much. Prestige and respect will depend on the community. The Plan would not necessarily help in this area because of the elements in the community that are overly critical. Prestige is a community thing, not just an individual. If parents do not have respect for teachers, children will not.

The Realty Board president declared:

No, I am afraid that a few teachers might abuse certain sections outlined in the Plan and by so doing would loose rather than gain esteem for the teaching profession. A "free loader" could ruin a program such as this. There is always a segment of a community who will condemn a class because of an individual.

The Director of the Recreation District said:

It wouldn't lower it any. It would be dependent on teachers themselves to a great degree. The community will be impressed with the extra time given to educational activities by teachers even though being paid for it. People will realize that the extra time being worked would normally be vacation time.

Each person was further asked what value this program would have for his own children. With the exception of one person, all had children in school. The Board Members' reactions have been listed first.

Children would be able to maintain their level of

learning during the summer and very likely advance it. I would certainly be in favor of sending my own children.

I feel that there is much comment about the schools not doing a good job. If parents would take advantage of these summer classes described in this Plan, it would help remove some of the criticism.

If a youngster was weak in a certain subject, the summer classes could give him an opportunity to catch up, possibly to grade level requirements. If he was advanced, he could take up an area of a subject he might not have had time for during the regular school year.

Yes, it would help in the enjoyment of school. The school year is too short to cover an adequate amount of material. This summer time could bolster certain subjects. Bright students could pursue some of their own academic interests.

Three P.T.A. presidents stated:

Summer classes would give youngsters an opportunity to catch up to grade level if behind, and to go ahead if they have the capabilities.

Yes, our boy is very interested in science and can't have enough time in one class period to learn all he would like to. Next year he won't be able to have any science and still get all the subjects he wants to have for a college requirement.

It would be a great value. Some children need extra help. Children have extra time on their hands and need to put it to use. Summer classes and recreation opportunities would be an answer to this.

The Chamber of Commerce president said:

Some boys tend to get stale on extended school. Girls seem to do better. However, students can get electives out of the way and the brighter ones can then take more "solid" subjects during the school year.

The Kiwanis president enumerated these values:

1. It would provide activity to replace idleness.
2. It would give a governed outlet for self-expression.
3. It would lead to improving the child's self-confidence.

The last section on the interview asked the type of summer school classes and forms of recreation they wanted to see incorporated into a summer program. The following comments were typical of all the responses:

The type of courses will depend upon the trained personnel available. Remedial reading, advanced courses in science, mathematics, art, and music seem desirable. Recreation activities offered by the Recreation District seem to be adequate.

I feel that a continuation of the study of mathematics would be a great benefit to children. Also, I feel that for those children who show aptitudes for science should delve into scientific projects that they wouldn't be able to take up during the school year. A greater exploration in the social studies field may prove stimulating and useful to the child and the country in the future.

Instruction to stimulate not only cultural, but scientific interests which of necessity are rather curtailed during academic year such as field trips, actual scientific demonstrations, and specific projects either of agricultural or scientific emphasis.

Science, math, English. Increased work in these subjects can help children in meeting entrance requirements in college. Requirements are becoming increasingly tougher. Remedial work to be included. There is a need for swimming instruction and baseball coaches. Something is needed in the way of a recreation program for the girls.

V. THE GLENCOE CAREER-TEACHER PLAN

It was not the purpose or scope of this investigation to cover completely the details of the two extended school year plans now in operation. The objectives, general policies and regulations, use of personnel, and recommended activities have been treated superficially. For detailed information,

the reader may write to school districts for copies of their Career-Teacher-Plans (22).

The Glencoe Plan, in operation since July of 1946, has been very successful. According to Paul Misner, superintendent, the Plan consists of the following:

1. Teachers are paid on a twelve month basis.
2. Schools are in operation thirty-seven weeks or 185 days.
3. For an additional five weeks, from the last week in June through July, teachers engage in a variety of activities to improve their professional competency and to enrich their contribution to the education program.
4. Teachers may participate in:
 - a) Locally organized workshop programs.
 - b) Advanced college study.
 - c) Special individual or group work in developing new curriculum plans or teaching devices.
 - d) Serving in the summer educational and recreational program.
 - e) Approved travel involving visitation and study of special aspects of community, state, national or foreign cultures (18:82).

In general teachers are assigned different activities each year to provide a variety of opportunities for personal and professional growth and service. The assignment of personnel for the summer period is tentatively determined by the superintendent with the help of a teacher's committee. The tentative assignment and the record of each individual's past summer's assignments are presented to the Board of Education for final approval (22:6).

Further explanation is needed concerning the activities in which teachers may participate. The operation of an in-

service program during the five week summer period provides opportunity for teachers to work intensively upon the preparation and improvement of instructional materials and to participate in workshops in guidance, audio-visual education, crafts, music, etc. (18:83).

The period of summer employment and service for those members of the faculty who are approved for advanced study and/or travel is determined in accordance with the individual's study and/or travel plans. The time spent in advanced study and travel must, under no condition, be for a period less than five weeks. The stringent regulations regarding the participation in travel may be read in the general policy guide (22:6).

The school and park boards cooperate in the operation of a summer program which combines both recreational and educational opportunities. The staff of the summer program is composed of trained recreational workers and members of the school faculty who choose the program as their activity for a particular summer. In addition to the usual opportunities to participate in supervised play, camp-outs, tennis, archery, nature study, and crafts, children may take part in instrumental and choral music programs, art, dancing, dramatics, and science.

The Glencoe Plan offers employment for forty-four weeks a year for two out of each three years and for thirty-six weeks of teaching and summer employment for eight weeks in

either school or community enterprises (18:83).

VI. THE ROCHESTER PLAN

The Rochester Plan began in the fall of 1946 in Rochester, Minnesota. At the close of World War II, Rochester, like many other U.S. towns, found it difficult to attract and hold teachers with its salary range of only \$2400 to \$3450 a year. This plan resulted from the belief of teachers, administrators, board members, parents, and citizens that present and future salary gains would come more easily if the teacher contracts provided for year-round employment. The purpose of the summer program was to give the community services which a professional staff of teachers can furnish more efficiently than can the personnel of any other agency (8:88).

The recommended activities for the summer employment of teachers are listed in the following order:

1. In-service training for teachers
 - a) Within the framework of the schools
 - (1) Workshops
 - (2) Curriculum work
 - (3) Seminars
 - (4) Local studies and research
 - (5) Individual work
 - b) Summer school attendance
 - c) Approved travel
2. Continuation of traditional services
 - a) Student courses for credit
 - b) Remedial services to students of at least average ability to enable them to make up deficiencies. (Speech correction, reading, English, mathematics, etc.)

3. Enrichment learning experiences

- a) Academic courses for students of special ability and interest which provide educational experiences not available during the regular term. (Every department can develop sound, defensible courses of this type, i.e. geology, biological field trips, special foreign language courses, basic mathematics, typewriting, etc.)

4. Recreation

It may seriously be questioned whether any money raised for educational purposes, can be used, with propriety, for purely recreational purposes. Such expenditures drain away educational dollars, involve the services of members of the professional staff which more properly might be employed else where, and require the schools to provide a community service for which, according to the Fitzgerald survey report, they are not administratively organized.

Activities of a recreational nature will, therefore, be very limited and eventually entirely eliminated from the public school summer program (23:2).

For a more complete description of the activities listed under this plan, the reader is asked to refer to the The Rochester Plan mentioned in the bibliography (23). This may be secured by writing to Rochester.

Regarding in-service training, Superintendent James Moon explains:

During the normal school year teachers do not have enough time to discuss classroom problems. If they go to teachers' colleges in the summer, they usually get more theory. Here, during the summer session, we hold eight weeks of workshops. We put our problems out on the table and try to find answers. As a result, we are constantly improving the quality of our teaching (8:88).

Teachers working toward the M.A. degree and the few working toward the A.B. degree are required to take a minimum of eight quarter or five semester hours in summer school.

Teachers working toward the M.A. degree are given four summers in any one five year period for completion of their degree requirements. Teachers holding the A.B. or B.S. degrees must take credit at the graduate level (23:7).

Travel must be related to the solution of a professional problem, and the observation made should assist in its solution. A teacher must teach in Rochester five years before traveling with pay. Petitions for travel are subject to approval by the school board (23:7).

In the academic program, children can choose a credit course that extends for eight weeks or an enrichment class held for four weeks. There is also remedial work for those children who wish to strengthen skills in which they might be deficient. This past year saw thirty-five per cent of Rochester's summer students taking the eight-week classes in advanced or extra credit courses, fifty-two per cent participating in the four-week enrichment program, and thirteen per cent coming to school for remedial help. All of these children were volunteers (8:89). In 1957, over one third of the 6300 elementary, junior, and senior high public schools attended the summer session as there are only fifteen to twenty children to each class, the program has been built around the needs of the group. They do activities that they normally wouldn't do during the school year (19:21).

There has been an indication that this program has had

a healthy effect on the entire student body. This past year Rochester senior high students took the Iowa Tests of Educational Development. The results showed the school-wide average to be in the top eight per cent of all senior high schools tested in the United States (8:89).

The recreation phase of this program has been almost completely done away with. "The community mistook recreation for education," a veteran school board member recalled, "and a lot of money was wasted" (8:89). Since then Rochester has turned the recreational job over to the town and evolved a school program with education in top priority. Superintendent Moon states, "The schools are not intended primarily to entertain, nor to keep children off the streets. Our job is to make the most of these boys' and girls' minds" (8:89).

In addition to this program, Rochester provides a well-plotted orientation during the summer to help new teachers. The new men and women are first greeted with a series of welcoming social events in mid-August. Then they study the individual records of their fall students, prepare daily lesson plans, and are counseled by their principal and by seasoned teachers on special problems that are likely to occur. Dr. Emil Heintz, summer school director, considers this orientation one of the biggest boosts to good teaching a school system can provide (8:90).

Policies regarding the employment of teachers in this

program have been stated in the general guide.

Beginning teachers, without teaching experience, shall not be employed on the summer contract until after two years of local experience, and upon the recommendation of their administrators.

Teachers with three or less years of teaching experience shall not be employed on the summer contract until after one year of local experience, and upon the recommendation of their administrators.

Teachers with four or more years of teaching experience may be employed on a year around basis without local experience upon the recommendation of their administrators and the superintendent (23:3).

The year-round teacher normally spends two successive summers out of five in local service; the rest may be spent in outside study or travel. The teacher morale is such that, despite the nation's critical teacher shortage, Superintendent Moon has to sift twenty applications for every job. The program sells itself (8:90).

The following material, offering further items of information, has been included so as to enable the reader to gain a more complete understanding of the Rochester Plan.

1. Not all teachers take a vacation at once. They start between the last two weeks of June and the first two weeks of August.

2. In 1957, ninety per cent of the teachers were employed on a year-round contract. The small informal classes, the six hour working day, provision for travel, and a month's vacation during the summer contribute to keeping the year's activities in line with health factors.

3. The cost has ranged between \$100,000 to \$150,000 for this plan out of a \$3,000,000 plus budget (19:22).

4. The local teaching program is staffed before consideration is given to attendance at summer school or travel.

5. During any one summer, many teachers may serve in a combination of activities. Local service may combine summer school teaching and recreation. It is also possible to combine part time college courses and workshops with travel or in-service activities.

6. All teachers spend the ten-day period prior to the opening of school in their own buildings and classroom, planning for the year ahead.

7. Protection of the health of teachers is highly important in the carrying on of any program. Teachers who for reasons of health or other personal reasons prefer not to participate in the program may elect to work for a shorter contract period (5:84).

The results of this program, according to Durwood Cory, former superintendent, were:

1. Contributes a more competent and professional teacher to the classroom during the regular school year. Teachers learn and apply more modern teaching methods.

2. Brings a variety of worthwhile activities to the youth during the summer.

3. Opportunities for a student to gain extra knowledge in a subject he is weak in or is interested in.

4. More individual attention can be given in summer classes.

5. Contributes to higher professional standards for the teacher (5:84).

CHAPTER V

APPLICATION OF FINDINGS

This chapter presents two items. They are (1) a description of the Yucaipa School District, and (2) a recommended plan of an extended school year for teachers of the Yucaipa Schools. The description of the school district should enable the reader to gain a broader understanding of the setting in which this investigation took place. Findings of research have directly applied to the formulation of the recommended plan. This plan embodies material taken primarily from the two plans described in Chapter Four.

I. DESCRIPTION OF THE YUCAIPA SCHOOL DISTRICT

Location. The Yucaipa Valley, site of the Yucaipa School District, is located in San Bernardino County, approximately seventy miles southeast of Los Angeles. Nearby cities are Redlands, San Bernardino, and Riverside. Highway 99 serves as the principal link to this valley.

Geographical features. The valley is flanked on two sides by the San Bernardino Mountains. This range contains Mount San Gorgonio, 11,500 feet high. The four distinct geographical areas in this valley are: (1) Yucaipa--the most populous, (2) Calimesa, (3) Dunlap, and (4) Oak Glen. Oak

Glen, actually located in the foothills, locally is considered to be part of the valley.

The community. The town of Yucaipa serves the valley's population of approximately 20,000. There is also a small shopping center in Calimesa. Yucaipa is unincorporated, but is served by public agencies of San Bernardino County.

Economy. Yucaipa Valley is semi-rural in nature, the two major industries being agriculture and home construction. Fruit raising and poultry are the main areas of agricultural employment. Fruit consists principally of citrus, peaches, plums, and other soft fruits. Oak Glen is the largest apple growing region in Southern California. In addition, a large quantity of walnuts is raised commercially. Due to the large poultry industry, Yucaipa is called "The Egg Basket of Southern California."

The emphasis upon agricultural is diminishing, as Yucaipa is rapidly becoming a "bedroom community." Crowded conditions in the Los Angeles area and better highways are bringing in more people who reside in the valley but work in surrounding communities.

Economic and racial classes. The valley's population generally ranges from the upper lower to the upper middle economic class. The population is predominately Caucasian

with a small segment of Mexican-Americans.

School structure. Each of the four geographical areas of the valley is served by an elementary school under the Yucaipa School District. A junior-senior high school, located near Yucaipa, is currently under the Redlands School District. This school has not been considered in the present investigation, but the proposed plan could easily apply to it.

In this area are approximately 1,250 elementary students. The size of the schools ranges from approximately 600 students in the Yucaipa School to approximately 20 in the one room Oak Glen School. The certificated school personnel consists of the superintendent, three principals, and forty-two teachers. Yucaipa Schools are classed as county schools of San Bernardino County; therefore, many of the school services are contracted through the County Schools' Department.

II. THE RECOMMENDED PROGRAM FOR THE YUCAIPA SCHOOL DISTRICT

The following extended school year plan has not been presented in complete detail due to the limits of space and time. It is complete enough, however, to give any school district a usable guide.

Purpose of the summer program. The purpose of the summer program is to give the community services which a

professional staff of teachers can furnish more efficiently than can the personnel of any other agency. In evaluating the propriety of offering any service or of engaging in any activity, the answer to the following question must be affirmative: Is this an appropriate activity for professionally trained men and women who are paid for providing the community with professional level educational service?

Professional activities may be of a direct or an indirect nature: (1) they may be activities which indirectly benefit the community through the resulting improvement in the professional competence of the staff, and (2) they may be services which directly benefit young people through learning experiences which cannot be obtained during the regular term. A combination of these activities is quite possible.

Objectives to be achieved.

1. To improve the status of the teaching profession in the community by helping the community to recognize the professional nature of teaching.

2. To provide a plan that will attract and retain those individuals who are interested in teaching as a career and who are fitted by temperament, training, and experience to be desirable guides of children and youth.

3. To make greater use of the talents and professional training of teachers by providing extended opportunities for

teachers to engage in activities that will contribute to their continued personal and professional competence.

4. To improve the quality of instruction in the Yucaipa School system.

5. To make greater use of school facilities during the summer months.

Recommended activities. The relative importance of professional activities may vary from division to division. However, from the standpoint of long term benefits to the community, the summer activities should be listed in the following order of importance:

1. In-service training for teachers
 - a) Within the framework of our schools
 - (1) Workshops
 - (2) Curriculum work
 - (3) Seminars
 - (4) Local studies and research
 - (5) Individual work
 - b) Summer school attendance
 - c) Approved travel
2. Teaching summer school classes
 - a) Remedial services in reading and arithmetic to students of at least average ability
 - b) Enrichment courses for students of special ability and interest

3. Recreation

- a) Arts and crafts
- b) Organized physical activity

In-service training for teachers. It is hoped that as soon as possible a long term plan of summer professional employment can be worked out by each administrator, in cooperation with his teachers, for each member of the staff who participates in this phase of the program. Considering that the teacher's role is much greater than that of providing instruction in a limited area of subject matter, a special effort would be made to enable every teacher to become a truly educated person.

Workshops should deal with those professional problems, susceptible of solution, with which the participants are competent to deal and about which something can be done and will be done if a solution can be found. Workshops should be carefully planned and provided with competent leadership and resource materials. Topics should be stated in the form of specific problems. Personnel participating in the workshop should be concerned with the problem, should individually be equipped to make a contribution toward its solution, and should be involved throughout the workshop period.

Each workshop should result in a report of findings so that the work of the group will not be lost to the rest of the

staff. Nothing is more unfortunate than to have the members of a workshop spend much time and effort seeking the solution to a problem and then to have the results of their efforts lost because of poor reporting or of a failure somewhere to follow up on the recommendations.

Curriculum studies should be planned in areas where teachers and principals feel the need to strengthen the school program. Many areas of study can be pursued over an extended period of time.

Vertical curriculum studies are generally made throughout the year, when all teaching personnel are available for contributions to the program. This enables them to see the courses of study develop and to suggest revisions along the way. However, in following through the vertical study and building it into a spiral or developmental course of study for teachers, much detailed work must be done during the summer months. This work should be done under the supervision of the staff person assigned to the responsibility of curriculum revision.

During the planning of the summer's activities in this area, the Curriculum Consultant should present to the superintendent a list of curriculum studies to be made during the summer along with an indication of the personnel to be involved. This list, compiled throughout the school year, should be the result of the joint efforts of the Curriculum

Consultant, administrators, and teachers.

Seminars should be regarded as devices by which mature and professional people may gain added educational experience either under their own direction or that of outside leadership. These experiences should aim to broaden and deepen the teacher's insight into not only his own discipline, but that of other disciplines.

Local studies and research invite a great variety of worthwhile group and individual projects. For example, inquiry into the cause of school dropouts and study of community educational resources can prove to be very worthwhile. Many areas in the school and community remain unstudied. Educational research would seem to be the basis for future development.

To be justified, research should eventually result in the solution of some educational problem, should provide information which may prove useful to the other members of the staff in their work or to the administration of the school system. Proper reporting of all research projects is therefore necessary.

Individual work, likewise, offers an opportunity for the professional person to pursue a particular study of specific interest to him. Since it is recognized that the privilege to pursue individual work could easily be abused, full responsibility for justifying such a unique privilege must rest with the participant and his administrator.

It is quite conceivable that a school system might have their staff combining more than one of the five areas mentioned. This would be desirable in Yucaipa because of the size of the staff. Each phase should be carefully planned during the school year preceeding the summer in which this program is to be put into operation. The joint thinking and planning of the administration and teachers will result in a more meaningful program.

Summer school attendance must be at an institution approved by a recognized accrediting agency. Attendance at any but full accredited institutions must have the approval of the administrator and the superintendent.

Teachers working toward the M.A. and B.A. degree are required to take a minimum of eight quarter or five semester hours in summer school. Teachers working toward the M.A. degree will be given four summers in any one five year period for completion of their degree requirements. Teachers holding the B.A. or B.S. degree must take credit at the upper division or graduate level.

Approved travel must be related to the solution of a professional problem. Before a teacher can be assigned travel, these conditions must be met:

1. A minimum of three years of successful teaching experience in the Yucaipa Schools.

2. The presentation of a written application including the following information:

- a) A detailed description of the proposed travel itinerary.
- b) A complete statement of the purposes for which the study and travel are being made.
- c) A statement indicating the values of the proposed study and travel for the individual and for the Yucaipa Schools.

3. The acceptance of the obligation of the individual to remain in the service of the school system for a period of two years after the travel experience.

4. Approval of the application for travel by the Board of Education.

Teaching summer school classes. Remedial work in areas such as reading and arithmetic may be given to students of least average ability. These students must have the teacher's recommendation and parents' permission in order to take this additional work. The principal and Curriculum Consultant should review the list of recommendations before making class assignments.

Class size should be between fifteen and twenty. Classes should be held daily for the six week period. The length of class should be 180 minutes, preferably in the morning because

of the heat. The class period will include concentrated instruction in the subject area, organized physical education, crafts, music, and other related activities. The program will require careful planning so that maximum benefits might be gained.

Enrichment classes must not duplicate the activities given in the regular school term. These classes could be in science, mathematics, foreign language, art, music--choral and instrumental, social science, and other subjects, depending on the training of the staff. To enter these classes a child must have a special ability, interest, their teacher's recommendation, and parents' permission.

Class size and length will be the same as for the remedial groups. Conduction of the class will be similar, with related activities given along with the major area of emphasis to make it more meaningful. More freedom, however, should be given the instructor and children to plan individual problems on which they wish to do research.

Both remedial and enrichment classes should be self-contained and ungraded. However, if more than one remedial and enrichment class were held, it would be advisable for primary children to be in one group and intermediate children in another.

Recreation. Since the Recreation District has a

satisfactory program in operation, it would not be advisable to establish duplicate services at each school. Instead, the scope of the Recreation District's program could be broadened through the use of school facilities and personnel. The Recreation District and the schools should work together on the planning and execution of the summer's program. The Recreation District Director stated in an interview that his organization would furnish the material for an arts and craft program and athletic equipment for a recreational program. The school would have to supply the instructors.

A program of arts and crafts might include clay modeling, metal work, weaving, leather work, painting, etc. In addition to this, dramatics, folk dancing, nature study, choral and instrumental music programs, camp-outs, and other activities could be carried out with careful planning. These phases of the recreation program could be conducted at each school, either separately or in conjunction with the summer school classes. This program would also extend for six weeks.

General policies. Participation in the summer program shall be considered a privilege and be permitted only to those who give evidence that they are career teachers with sufficient maturity to assume the individual responsibilities of a truly professional person. The following list of policies has been given as a guide for the operation of this program:

1. Beginning teachers, without teaching experience, shall not be employed on the summer contract until after one year of local experience and the recommendation of their administrators.

2. Teachers with three or less years of teaching experience shall not be employed on the summer contract until after one year of local experience and the recommendation of their administrators.

3. Teachers with four or more years of teaching experience may be employed on a year around basis without local experience upon the recommendation of their administrators and the superintendent.

4. One person should be designated as district coordinator for the extended school program. This person, carefully selected should be a good organizer, an enthusiastic and dynamic personality, and have an understanding of the nature, scope, and philosophy of the summer program. Some key duties may be:

- a) To provide leadership in planning and developing the program.
- b) To assist in the selection of activities to be offered.
- c) To have some authority and responsibility in selecting and assigning personnel.
- d) To be responsible for the evaluation of the program.

- e) To have some responsibility in the preparation of the budget for the summer program.

5. Teachers who are under the extended school contract shall be paid on a twelve month basis. Teachers who for reasons of health or other personal reasons prefer not to participate in the summer program may elect to work for the shorter contract period.

6. It is recommended that \$750 increase in salary be given to teachers who participate in the summer program.

7. The period of summer employment shall be defined as six weeks. The summer period shall be scheduled between the June close of the regular school year and August 1.

8. Under no conditions will the time spent in advanced study or travel be for a period of less than five weeks.

9. The assignment of personnel for the summer period shall be tentatively determined by the summer program director, superintendent, Curriculum Consultant, and principals. The tentative assignments together with the record of each individual's past summer assignments shall be presented to the Board of Education for consideration and final approval.

10. Teachers, in general, would choose different activities each year to provide a variety of opportunities for personal and professional growth and service.

11. During any one summer, teachers may serve in a combination of activities. Summer school teaching and recreation may be combined.

CHAPTER VI

SUMMARY AND CONCLUSIONS

I. SUMMARY

A thesis problem, resulting from teacher and community needs, was established, and a solution to these needs sought. The solution took the form of an extended period for the employment of teachers' services.

Research was conducted between the summers of 1957 and 1959, to see if this solution was feasible. Most of this research was conducted in the Yucaipa School District and surrounding area.

Research consisted of (1) the views of teachers, administrators, school board members, parents, and community leaders; (2) information obtained from literature; and (3) policies from other school districts using an extended school plan.

This investigation was conducted for the purpose of meeting the five objectives in this study. Briefly, these were: (1) to improve the status of teachers, (2) to provide means of attracting and retaining career teachers, (3) to use a teacher's training more extensively, (4) to improve the quality of instruction, and (5) to make greater use of school facilities.

II. CONCLUSIONS

This research indicated that an extended school year for teachers in the Yucaipa School District would be feasible. First, this plan has the support of the majority of the teachers, administrators, and parents in the Yucaipa District. These people view this plan as a means of (1) offering a useful service to youngsters, (2) retaining competent career teachers because of additional employment, (3) increasing teacher prestige by making it a full time profession instead of part time, (4) improving the quality of instruction through the professional activities that teachers can engage in, and (5) using school facilities during the summer months.

Second, the majority of school administrators felt that this plan would meet the needs of their teachers and communities. Many of their comments indicated that this plan would have to be adjusted to meet local problems.

Third, administrators in school districts that have used an extended school year plan for ten years or more testify to its value and success in meeting their needs.

Fourth, an increasing number of authors in educational literature are saying that teaching as a profession is moving toward a higher professional status. This status requires a higher standard of living and a corresponding need for increased financial resources to maintain it. Since most

men teachers and an increasing number of women are engaged in supplementary employment designed to maintain this standard of living expected of them, teaching is still part time. Authors feel that this condition has discouraged many from entering and staying in teaching. They declare that school districts will have to devise a method of making teaching a full time occupation. Many writers have recommended an extended school year as a solution to this problem.

Problems for further study. This research has drawn attention to several problems needing further study before this plan can be operated efficiently and effectively. They are:

1. Financing this plan will be the biggest obstacle; however, three factors should be pointed out. First, state A.D.A. money should approximately pay for the instruction and supplies of summer school classes. Second, the recreation district could, in part, aid in paying for recreational supplies and personnel. Third, this past year the Yucaipa Board of Education increased teachers' and principals' salaries by \$51,000. If 81 per cent of the Yucaipa staff participated in this program, the cost would be under \$30,000. If future raises are contemplated, this plan could be used.

2. Public relations would be vital and would need careful study. Parents must have a complete understanding

of this plan and see the need for it.

3. Professional ethics of teachers must be insured.

A teacher who abuses this program could cause the entire plan to be unjustly criticized.

4. Air conditioning of the rooms used for instruction is a must.

5. Maintenance problems will increase as more rooms are used.

6. This program must be evaluated.

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APPENDIX

APPENDIX A

February 9, 1959

Mr. N. Durward Cory
Superintendent of Schools
Rochester, Minnesota

Dear Mr. Cory:

In recent years, several national educational magazines have carried articles relating to the twelve month school program you have developed and are carrying on in Rochester. The utilization of school personnel and facilities has been of interest to me as I hope to develop a similar program in this district. This development work is being done in conjunction with the work on my Master's Thesis.

Would there be any information, published or personal, that you could send to me regarding the origin, framework, success, and the current operation of your "Rochester Plan". We are in great need of raising teacher's salaries, community prestige, and making use of teacher's training--in other words, providing year-round employment for teachers. Thus, any information you can send will be helpful and appreciated. If there is any cost involved, please notify me by signing the appropriate place on the enclosed card and drop it in the mail. Thank you.

Sincerely yours,

J. Denton Palmer
Acting Principal

Enclosure

APPENDIX B

ADMINISTRATORS' QUESTIONNAIRE ON AN EXTENDED SCHOOL YEAR FOR TEACHERS

Dear Mr.

This questionnaire is part of a Master's Thesis on the subject: "Investigating the Feasibility of an Extended School Year for Teachers of the Yucaipa School District." It will be greatly appreciated if you would take a few minutes and give me your opinions on this matter by checking the questions in the questionnaire. If you would like to know the results of this questionnaire, please check the last point and I will be very happy to send you a post card giving the information. Thank you.

Denton Palmer
Acting Principal
Yucaipa Elementary School

The Plan:

1. Teachers are paid on a 12 month basis.
2. Normal school year for children--approximately 36 weeks.
3. For an additional 6 weeks, from the middle of June through July, teachers engage in a variety of activities to improve their professional competency and to enrich their contribution to the educational program.
4. Teachers may participate in:
 - a. in-service training.
 - (1) workshops
 - (2) curriculum work
 - (3) local studies and research
 - (4) individual work
 - b. summer school attendance.
 - c. serve as instructors and counselors in the community recreation program.
 - d. teach summer classes of a remedial and enrichment nature for youngsters on a voluntary basis.
 - e. planned national or foreign travel.
5. Teachers, in general, would choose different activities each year to provide a variety of opportunities for personal and professional growth and service.
6. One month paid vacation.

7. Salaries could be approximately 15% higher.

1. Do you feel that this program might be a solution to the problem of many teachers having to supplement their teaching incomes during the summer and school year?

Yes_____ No_____ No opinion_____

2. Would a program such as this tend to raise the prestige of the teaching profession in your community?

Yes_____ No_____ No opinion_____

3. By using the school facilities for a six week period in the summer, would this be an answer to the complaint of many taxpayers that the school plant is lying idle for three months of each year?

Yes_____ No_____ No opinion_____

4. Is there a need in your school or school district for an increased amount of teacher participation in school projects such as curriculum revision, handbooks, rules and regulations, various workshops, etc.?

Yes_____ No_____ No opinion_____

5. Would the effort of organizing this expanded in-service training be of a value in the enrichment of your school program?

Yes_____ No_____ No opinion_____

6. If a program of this type were initiated in your district, do you think all teachers should participate in it?

Yes_____ No_____ No opinion_____

7. Do you think such a program would be acceptable by teachers in your own district?

Yes_____ No_____ No opinion_____

8. If your school board had a full knowledge of this program, do you feel they would consider the possibility of applying it in their district?

Yes_____ No_____ No opinion_____

9. Your comments are desired.

93

10. Do you wish a tabulation of the questionnaire's results?

Yes _____

TEACHERS' QUESTIONNAIRE ON AN EXTENDED
SCHOOL YEAR FOR TEACHERS

This questionnaire is part of a Master's Thesis on the subject: "Investigating the Feasibility of an Extended School Year for Teachers of the Yucaipa School District." This plan has been designed for the purpose of: (1) using the teacher's talents and professional training to better advantage in the community, (2) raise the prestige of the teaching profession in the community, (3) improve salaries, (4) provide time for in-service work that can not be carried on during the school year, (5) improve the instruction in our schools, and (6) make greater use of school facilities.

It will be greatly appreciated if you would take a few minutes and give me your opinions on this matter by checking the questions in the questionnaire. Thank you.

Denton Palmer

The Plan:

1. Teachers are paid on a 12 month basis.
2. Normal school year for children--approximately 36 weeks.
3. For an additional 6 weeks, from the middle of June through July, teachers engage in a variety of activities to improve their professional competency and to enrich their contribution to the educational program.
4. Teachers may participate in:
 - a. in-service training.
 - (1) workshops
 - (2) curriculum work
 - (3) local studies and research
 - (4) individual work
 - b. summer school attendance.
 - c. serve as instructors and counselors in the community recreation program.
 - d. teach summer classes of a remedial and enrichment nature for youngsters on a voluntary basis.
 - e. planned national or foreign travel.
5. Teachers, in general, would choose different activities each year to provide a variety of opportunities for

personal and professional growth and service.

6. One month paid vacation--the month of August. Other vacations during the school year will not be affected.

7. Salaries could be approximately 15% higher.

1. Male _____ Female _____

2. Number of years of teaching experience, including the current year? _____

3. In your opinion, do you think that a program such as this would tend to raise the prestige and respect of the teaching profession within the community?

Yes _____ No _____ No opinion _____

4. Would the in-service training, described in The Plan, be more value to you personally if it was conducted during this six week period in the summer; rather than throughout the school year as it has been in the past?

Yes _____ No _____ No opinion _____

5. If salaries were 15% higher than the salary you are receiving at the present, would this be a fair compensation for this extended school year for teachers?

Yes _____ No _____ No opinion _____

6. If a program of this type were initiated in this school district, should all teachers participate in it?

Yes _____ No _____ No opinion _____

7. With the understanding you have at the present time concerning this plan, would you be willing to participate in it yourself?

Yes _____ No _____ No opinion _____

8. Your comments are desired.

PARENTS' QUESTIONNAIRE ON AN EXTENDED
SCHOOL YEAR FOR TEACHERS

Dear Mr. and Mrs.

This questionnaire is part of a Master's Thesis on the subject; "Investigating the Feasibility of an Extended School Year For Teachers of the Yucaipa School District." This plan has been designed for the purpose of: (1) using the teachers' talents and professional training to better advantage in the community, (2) raise the prestige of the teaching profession in the community, (3) improve salaries, (4) provide time for in-service work that cannot be carried on during the school year, (5) improve the instruction in our schools, and (6) make greater use of school facilities during the summer time.

Parents in a third and a fifth grade class, from each of the three schools in the valley were selected as respondents in this investigation. It will be greatly appreciated if you would take a few minutes and give me your opinion on this matter by checking the questions in the questionnaire. Your response on this matter will certainly be a help in the study. Please return the questionnaire, unsigned, to your child's teacher. Thank you.

Denton Palmer
Acting Principal
Yucaipa Elementary School

The Plan:

1. Teachers are paid on a 12 month basis.
2. Normal school year for children--36 weeks.
3. For an additional 6 weeks, from the middle of June through July, teachers engage in a variety of activities to improve their professional competency and to enrich their contribution to the educational program.
4. Teachers may participate in:
 - a. in-service training.
 - (1) workshops
 - (2) curriculum work
 - (3) local studies and research
 - (4) individual work
 - b. summer school attendance.

- c. serve as instructors and counselors in the community recreation program.
- d. teach summer classes of a remedial and enrichment nature for youngsters on a voluntary basis.
- e. planned national or foreign travel.

5. Teachers, in general, would choose different activities each year to provide a variety of opportunities for personal and professional growth and service.
 6. One month paid vacation--the month of August.
 7. Salaries could be approximately 15% higher.
-
1. If a program such as this were established, there would be classes of remedial work--as in reading, and enrichment courses--such as science, art, music, and arithmetic. As parents, would you consider enrolling your youngster in this type of summer activity for the six week period?
 Yes_____ No_____ No opinion_____
 2. Do you think it would be a value for your child if a teacher's training and talents were utilized as instructors and counselors in a community recreation program?
 Yes_____ No_____ No opinion_____
 3. Do you feel that school facilities should be used, for the benefit of children in the community, during the summer months?
 Yes_____ No_____ No opinion_____
 4. Through the understanding you have of this program, do you think this increased activity of teachers would tend to improve the instruction of the schools?
 Yes_____ No_____ No opinion_____
 5. Do you feel that this program might be a solution to the problem of many teachers having to supplement their teaching incomes during the summer and school year?
 Yes_____ No_____ No opinion_____
 6. Would a program such as this tend to raise the prestige

of the teaching profession in your community?

Yes _____ No _____ No opinion _____

7. Your comments are desired.

INTERVIEW FORM ON THE EXTENDED
SCHOOL YEAR FOR TEACHERS

99

Name _____

This interview is one factor relating to the research of a Master's Thesis. The thesis subject is: "Investigating the Feasibility of an Extended School Year for Teachers of the Yucaipa School District." This extended school year plan has been designed for the purpose of: (1) using the teachers' talents and professional training to better advantage in the community, (2) raise the prestige of the teaching profession in the community, (3) improve salaries, (4) provide time for in-service work that cannot be carried on during the school year, (5) improve the instruction in our schools, and (6) make greater use of school facilities during the summer time.

The Plan:

1. Teachers are paid on a 12 month basis.
2. Normal school year for children--36 weeks.
3. For an additional 6 weeks, from the middle of June through July, teachers engage in a variety of activities to improve their professional competency and to enrich their contribution to the educational program.
4. Teachers may participate in:
 - a. in-service training.
 - (1) workshops
 - (2) curriculum work
 - (3) local studies and research
 - (4) individual work
 - b. summer school attendance.
 - c. serve as instructors and counselors in the community recreation program.
 - d. teach summer classes of a remedial and enrichment nature for youngsters on a voluntary basis.
 - e. planned national or foreign travel.
5. Teachers, in general, would choose different activities each year to provide a variety of opportunities for personal and professional growth and service.
6. One month paid vacation--the month of August.
7. Salaries could be approximately 15% higher.

1. What is your reaction to this statement, "Teachers who wish to be paid an adequate annual salary must be willing to increase their professional competency and to serve their communities for more than nine or ten months a year."

2. Since many teachers have to supplement their teaching income during the summer and school year, do you think it would be more valuable to the community and to the school system if their professional training could be used in summer activities outlined in The Plan?

3. At the present time the school buildings in this community are lying idle during the summer months. What is your feeling concerning this matter?

4. In your opinion, do you think that a program such as this would tend to raise the prestige and respect of the teaching profession within the community?

5. In thinking of your own children, do you think that this program would be a value to them? In what ways?

6. What are some types of summer school classes and forms of recreation that you would like to see incorporated into a summer program described in The Plan.
